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REFORM IN GRAMMAR SCHOOLS. — MANUALS OF IN- STRUCTION. — INSPECTION. — EXAMINATIONS.

THE right selection of studies for our Grammar Schools, and their appropriate distribution, are becoming more and more topics of interest among educators. More and more it is felt that the prevalent system, in both these points, is susceptible of radical changes for the better. The old cry of the necessity of this and that study, that is utterly useless in every other light, for the sake of *mental discipline*, is losing its tyrannous hold. Practical estimates are beginning to be made of the results of so much time devoted to studies of this character, to the exclusion of whole ranges of fact and thought that are calculated to bring the labors of the school-room into contact and association with the actual, ongoing life of the world; and the blankness of mind in this regard, of the thousands who annually go out from our Grammar Schools into active life, is exciting a restless dissatisfaction. Moreover, the methods of pursuing even useful studies, whereby too often the memory alone is exercised, and the attainments of the scholars are limited to the dry bones of text-book definitions, is coming into wide-spread disfavor; and the agitators for reform, who but a short time ago were discountenanced as ill-advised and untrustworthy innovators, are listened to with respect. The predominating topics

of discussion with all stated educational assemblages, at the present time, are such as involve criticism of the existing condition of school affairs. And the issues of the discussions are invariably in the interests of reform.

And now the question becomes all-important, How are the needful reforms to be instituted and carried out?

Among the instrumentalities that stand foremost in regard, for this end, is the use of detailed programmes of instruction to take the place of the present wholesale and indefinite prescriptions for the ordering of the studies of the schools. These programmes, under the name of "manuals," or "courses of instruction," lay out the range of study for each class of every grade in full and explicit terms, entering into particulars, not only as to the designation of the several studies, with suggestions how they are to be pursued, but also as to the amount of time to be devoted to each; so that nothing important will be overlooked or neglected, and nothing that is of inferior consequence will usurp undue prominence and attention.

Manuals of this description are of indispensable value. They not only commend themselves to common sense, in a theoretical point of view, but have secured the imprimatur of ripe and intelligent experience. They bring down the work of a school to the platform of an orderly, progressive system; they constitute the only basis of just comparison between schools and classes of the same grade; they protect scholars from being hag-ridden by the hobbies of School Committees or Teachers; in fine, they so carefully adjust and apportion the work of the school-room as to preclude, all and several, the irregularities, defects and disproportions that inevitably obtain where there is only a crude, indefinite schedule of the studies to be pursued, and the text-books with which to pursue them. The best organized schools of the country have long been conducted in connection with such a Manual of Instruction; and it is a wonder that aids of the kind have attracted so little attention in New England.

Such is the value of a detailed programme or manual of instruction, *where it is operating under favorable conditions*. Now, does it create its own conditions? If once set a going, will it run suc-

cessfully *alone*? Has it within itself the elements of sustaining vitality?

Mr. Philbrick, in his very excellent Report of last spring, devoted to the advocacy of a Grammar School Manual, insists that it has. Criticising the position taken by the writer of this article in a lecture read last fall at Springfield, that a sound appreciation of the philosophy of true education is essential to the success of a programme of instruction, he says, that the writer, in taking that position, manifestly "begs the question."

The writer, thus challenged by high authority, has carefully reviewed his premises; and now firmly insists that he is right.

What is the argument? Simply this: The best programme of instruction that can be devised will be, after all, taken by itself alone, a lifeless form of words. Words become powers only when the minds to which they appeal have either active or latent sympathies with the meaning that they are intended to convey. Human wit is incompetent to construct a written instrument so that its terms shall be instinct with vitality enough to baffle the ingenuity, or stifle the clamors of an interested opposition. Has it not passed into a proverb that a cunning lawyer can drive a coach and four through the most carefully prepared statute in the Code of Laws? Do not successive Presidents of the United States insist that they have sworn to administer the Constitution only as they may understand it,—and do they not understand it so differently, lucid as its terms may appear, that what to one is white, is to another very black? Moreover, is it not a maxim of political economy that no statute ought to be attempted to be put in force, however plain and peremptory its mandates, after it has ceased to be in harmony with public opinion?

Now, let us bring these illustrations to bear upon the point in question. We lay it down as an incontrovertible aphorism, that THE CHARACTER OF OUR SCHOOLS, IN GENERAL, IS A CLOSE REFLECTION OF THE CHARACTER OF THEIR INSPECTION. The teachers are working, as a whole, to satisfy their committees. What a committee is likely to examine a school upon most of all, that school will assuredly be drilled upon most of all. The operation of this law of action to an acute observer, where a series of years is

taken into view, has sometimes an aspect that is little less than ludicrous. Here, for instance, comes upon the School Committee a new man of commanding influence, who is enthusiastic in his admiration of the study of geography. He forthwith makes the circuit of the schools to satisfy himself as to their condition, and, of course, gives his hobby great prominence in his examinations. Through those examinations he involuntarily indicates, by the character of his questions, the special channels in which his hobby runs. It may be map questions, or map drawings, or mathematical geography, or commercial relations, or something else; and thus the teachers are clearly advised what is to be indispensable to their reputation for success so long as that gentleman may be on the committee. Forthwith, geography, that may have been under a cloud, blazes forth into prominence. It receives paramount attention. The drill for perfection in it, — in the line of the committee's hobby, — is incessant. Anything else may be sacrificed to circumstances; that, never. Too much is depending on it. Examination day comes. The committee-man is in his glory. He slides over reading, arithmetic, grammar and history with comparatively slight attention, and bears down exhaustively on his favorite study. All are ready for him; and because he can bestride his hobby successfully and ride amuck, the schools are pronounced to be in splendid condition. And so long as he remains on the committee, geography will be maintained as a foremost pursuit.

By and by, he retires into private life, and a gentleman is put on the Committee in his place who is especially familiar with history. He has his own ideas about how it is to be taught, and he believes it to be one of the most improving and inspiring of all studies for the minds of youth. So he makes his debut in the schools. Up goes geography, under the new regime, kicking the beam, and down comes history with a magnificent thud of consequence. Hurrah now, for history! How the Committee shall be pleased on examination-day! How excellent the recitations shall be! How persistent and tasking is the drill! How the memories of the poor scholars are crammed with facts, dates, names, perhaps with whole chapters of the text-book, verbatim. No matter; there

is the apparition of the Committee-man and his line of questions forever looming up, and he must be prepared for, let come what will beside!

A third Committee-man has his vision filled to the limits of the retina with grammar; a fourth, with arithmetic; and the schools are modified accordingly; see-sawing hither and yon, from time to time, as to the relations and proportions of the studies pursued, according to the special tastes or prejudices of the committees.

Sometimes Superintendents, to whom the regulation and inspection of the schools has been mainly intrusted, have their hobbies, to which everything else is sacrificed. The writer remembers going once into a Grammar School under such control, and having presented to him a very creditable exhibition of facility in map-drawing, and of memory of the direction and distance of important places from each other, all over the globe. But when the scholars were asked by the visitor for some description of the countries and places whose topography had been thus accurately given,—he wishing to clothe these bony skeletons of knowledge with a little flesh,—to extract from this mass of pulp some little juice,—he was answered that very little descriptive matter had been taught them. They had time only for the map-drawing and the distances; and these were the only points the Superintendent cared for!

But this is only an episode; and returning to our point of departure, we remark that School Committees, for the most part, are closely confined to the text-books of the several studies, in prosecuting examinations. They would find their vocation entirely gone if they were compelled to examine without them. Their estimate of the success of the teachers is made dependent on the promptness and accuracy with which their scholars can answer questions culled from the pages of the text-books. And this fact is the prime source (except as to the first classes of the Grammar Schools) of that slavish, exclusive fidelity to the text-books, which is the bane of American public school instruction. Enlightened, and earnest to teach broadly and truthfully, according to right principles, as the teacher may be, and to make the text-book his assistant only, not his master,—this everlasting bugbear of examinations to be encountered, in which the text-book is to be the main criterion of

his success and reputation, ties him down to it in his instruction, *and all of it*, half full of trash though it may be, and effectually debars him from the free, generous culture that he would delight to exercise.

But it was specially in reference to examinations for admission to High Schools that the writer took the position to which Mr. Philbrick excepts. "Programme or no programme," was the language, "so long as the character of examinations for admission to the High Schools remains what it is, technical teaching, cramming and high pressure will inevitably characterize Grammar School instruction." That the present defects in the character of our Grammar School instruction, in the higher classes, are mainly attributable to the influence of the examinations for admission to the High Schools, no honest educator, conversant with the work of the Grammar Schools, will for a moment deny. Those examinations dominate imperatively over the Grammar Schools. They fill the minds of the teachers and scholars with restless and slavish anxieties. They force and warp the work of the schools into subordination to their special requisitions. Because they demand so much within a certain range, they preclude all branches of study except what are included in them. And, because what they demand is rigidly technical and memoriter, confined exclusively to text-book knowledge, therefore the instruction in the Grammar Schools is made correspondingly technical and memoriter, in slavery to the text-books. Our Grammar School masters, everywhere, are accustomed to gather together the lists of questions that have been proposed at any time for admission to High Schools; and to exercise their first classes upon them; drilling and hammering away at them, month after month, not to communicate the best of knowledge in the best manner, but — to get the boys and girls, at a high percentage, into the High School!

And now, will the imposition of programmes of instruction remedy these evils, unless we presuppose the minds of School Committee-men to be previously imbued and inspired by the principles according to which those programmes have been constructed? Will School Committee-men intermit their hobbies, adopt means of ascertaining the success of their teachers other than the letter of the text-books, and modify the questions they propound for admission

to their High Schools, simply because they find such programmes in use when they themselves come into service? To assume such results were to disregard all the facts of human nature and experience. And it were to attribute to formulas of words a power that they have never yet possessed. Men do not so readily forego their tastes, prejudices, and accustomed channels of thought. Rather is it to be anticipated that, clashing rudely against the preconceptions of committees, the manuals will be sneered at and disregarded, and finally fall into virtual desuetude; having a name to live, when in fact they are stone dead.

We believe it to be a most painful truth that the most difficult obstacle in the way of the reform of our New England Schools, as a whole, is the imperfect and vicious character of their supervision and inspection. And this obstacle is of such a nature that no provisional expedient, such as the adoption of a programme of studies, will, in the long run, suffice to overcome it. No; there must be a renovation and revivification of the ideas about education prevailing in the public mind. There must be a ceaseless agitation, through all available channels, to uproot prejudices, enlighten ignorance, beget dissatisfaction with the defective methods of the present, and inspire an eager longing for better things. Then the pathway of reform will be cleared of its impeding rubbish, and the hearts of all true educators filled with elastic cheer.

But how shall the questions for admission to High Schools be so selected and worded as to prove a true inspiration and guide to our Grammar Schools?

On this important topic the writer hopes to find time to say something hereafter.

H. F. H.

PHYSICAL CULTURE IN SCHOOLS.

[PAPER READ BY PROF. L. G. MONROE, AT THE MEETING OF THE STATE
TEACHERS' ASSOCIATION.]

THE beneficial influence of physical exercises in schools is now generally acknowledged. Indeed, every well managed educational establishment of whatever grade, is expected to bestow due atten-

tion upon this department. The teacher who neglects all considerations of health in the training of his pupils, while forcing them to the utmost mental acquirements, is justly considered an enemy rather than a friend of those committed to his charge. His excuse is, the false standard of public sentiment hitherto prevalent, to which he defers; and which has offered its rewards for mental and perhaps moral forwardness at whatever bodily sacrifice. The "saints by spiritual law," have been allowed, nay, almost expected, to be "sinners against physical law."

It is only an exaggeration of the same principle which induces the Hindoo mother to immolate her offspring in the waters of the Ganges. She throws away the body of the child for some fancied higher good to come in consequence. She has not learned that the Creator's laws are so perfectly balanced, that the highest good of the soul is connected with the highest good of the body. And there are many even among us who seem not to admit that mind and body are mutually dependent; that we cannot secure the best development of the one at the expense of the other. It is lamentable to see the evils that have insidiously crept upon us as a result of this error,—evils which we will not here particularize, but which are only too obvious.

The ancient Greeks paid the same attention to physical as to mental training. Their gymnasia were schools for the body and mind; and the office of *Gymnasiarch* was one of honor and repute. The monuments in art, science and language which have come down to us, more than confirmed the wisdom of their educational methods. Is it not a strange inconsistency on our part, that while we pay such tributes to their excellence, we ignore the means by which that excellence was attained? We praise and copy their statuary, but seem to forget that the models for these classical figures were furnished by their system of physical training. We go back to them to-day for our great exemplars in oratory. But which of our institutions will carry us through the drill which made these men such consummate masters of their art?

The re-action has fairly begun; and is to be hoped that out of the re-awakened interest in physical culture will grow a system of exercises which shall serve as a substitute for, if it does not make

good, the training of the Olympian days. It is true that in our time the requirements for physical strength and endurance are not the same as of old. But a sound mind in a sound body must be as important now as it ever was; while the danger of neglecting to keep up the proper balance, with our labor-saving machines, our changed modes of locomotion, of warfare, and of everything requiring manual dexterity and bodily strength, is greater than ever.

It devolves upon teachers more than upon others to see that the impetus recently given to this subject be not lost. They should seek to render the interest already felt, stronger, more general, and more intelligent. Let them make the most of their opportunities for information upon the subject. And although the amount afforded them in our institutions of learning and in literature be at present most insufficient, it will not long remain so. An increased demand will bring an increased supply. Meantime something should be done; and that something should lead to practical results.

What practical results can we reasonably look for? What are the ends to be attained by a system of school exercises! Nothing, of course, comparable with the benefits to be derived from a thorough course in a well furnished gymnastic establishment, such as is to be found in Germany or France.* But enough can be accomplished to fully repay the time and effort bestowed. And that this end may be secured, the teacher should have a definite aim in prescribing each movement. It is not sufficient that the pupil is taking physical exercise. He must absolutely be gaining something. The teacher should learn to distinguish between essential and unessential exercises. The thorough and persevering practice of a few wisely

*NOTE. The writer is best acquainted with the *Gymnase Triat, Avenue de Montaigne, Paris*. He can testify from personal knowledge of the beneficial effects derived from the system of physical training there pursued. To a stranger who witnesses the drill of a class for the first time, it seems absolutely incredible that a majority of the sturdy gymnasts performing those feats of agility and strength, were at the time of their entrance, weak and debilitated. The transformation in a few months, of invalids into strong men, seems fully to justify the claims made by M. Triat, when he places in large letters upon the front of his establishment, "*Régénération de l'Homme.*"

directed movements is more beneficial than a random and irregular practice of a large number of vague exercises. We repeat, let every exercise chosen have a definite aim and practical value.

We here suggest the main points to be kept in view in prescribing practice. If given exercise does not tend to promote one or more of these ends, it may be set down as comparatively useless.

We wish to promote :

1. Symmetry of form ;
2. Proper position and carriage of the body ;
3. Right habits of breathing ;
4. Good voice ;
5. Health.

We might have included Strength, Endurance and Agility ; but these cannot be made prominent in a school course. They require an amount of room, apparatus and time, which cannot be afforded.

I. SYMMETRY OF FORM. — Teacher and pupil should have in the mind a true ideal of a perfect human form ; and they should seek to bring their own forms as nearly to this ideal as possible. It is as important for them as for the sculptor. True, flesh and bones are not so plastic in our hands as the clay model ; still our forms will yield more or less in obedience to well directed efforts.

The commonest faults in the forms of the present generation are :

1. One-sidedness, — an unequal development of the two sides of the body. 2. Hollow chest, which involves a pitching forward of the shoulders, projection of the shoulder-blades, crooking of the collar bone and drooping of the head. 3. Slender waist — especially in females.

These peculiarities are neither healthful nor beautiful, and only an ignorant mind or a perverted taste would ever regard them as such. On the score of health, the distorted feet of the Chinese or the deformed skulls of the Flathead Indians are less objectionable than the cramped waists of our devotees of fashion. As regards beauty, it is hard telling which infringes most upon a true ideal. Certain it is that a sculptor who should attempt to rival the *Venus di Medici* by presenting a figure in marble modelled after the forms shown in a modern fashion-plate would be derided. No portrayal

can easily exaggerate the evils which follow in the train of these deformities. Teachers cannot perform a higher service for their pupils than by leading them to see that a beneficent Creator has framed them according to his own idea, and that any wilful distortion of their bodies is a sin as well as a folly.

II. PROPER POSITION AND CARRIAGE OF THE BODY.—Under this head we include the habits of the pupil in reference to sitting, standing, walking, and the movements of the body and limbs generally. Ease, dignity and grace of carriage should be cultivated. All exercises which do not tend to these ends are of questionable utility. The drill motions cannot, from the necessity of the case, be all of them intrinsically graceful; but they should, in a degree, satisfy our æsthetic sense, and should tell favorably upon the habitual bearing of the pupil. No exercise is desirable which requires awkward or unnatural movements.

III. RIGHT HABITS OF BREATHING.—Good air is one of the first essentials in physical and vocal exertion. No one can keep the body and mind vigorous for any great length of time in impure air. And the most impure air is that which is filled with the emanations from the human system.

The lungs should be trained to free, full and vigorous action. They are, so to speak, the very springs of vitality. The more immediate importance of the lungs in the animal economy will be brought to mind when we recollect that a person may live for days without food; but to deprive him of air, even for a few moments, is to deprive him of life itself. If our breathing is imperfect, all the functions of body and mind are impeded. In fact the manner of breathing at any particular time is almost as good a test as the pulse itself of the general state of the system, physical and mental.

One of the commonest faults in the use of the lungs is the habit of breathing as it were from their surface, not bringing sufficiently into play the costal and abdominal muscles. By watching the domestic animals, a horse or cow, for instance, we may learn a lesson in breathing. We perceive that there is very little motion near the fore extremities, but the breath is impelled from the flanks. So should we have the main action at the waist and below the waist. Any form of dress or belt therefore which constrains the base of

the lungs and presses upon the stomach and intestines must do serious harm.

IV. **GOOD VOICE.**—Intimately connected with the function of breathing is that of vocalization. And it is perhaps because the culture of the voice involves the training of the lungs, that vocal exercises are so generally acknowledged as contributing to health. So great importance did the Greeks attach to this feature of human development, that the tyro passed through the hands of at least three different masters in this department alone before completing his course. One master developed the power and range of his voice; another improved its quality; a third taught modulation and inflection. And when we consider the bodily functions brought into play, and the all-important service rendered to the mind, by the voice, we shall not think that they overrated this branch of culture.

The production of voice is a muscular operation. It calls into action many organs directly related to the vital economy; and, consequently, every step taken toward permanently improving the voice is so much done toward building up the health and vitality of the general system. When teachers feel that they are improving the reading and singing of their pupils while they give them healthful exercises, they will not be so likely to consider physical exercises a repulsive drudgery, or the practice of them as so much lost time.

The faults in voice are too numerous to be specified here. The one most prevalent in schools is the hard, unnatural, half-screaming tone in which both teachers and scholars carry on their recitations. The natural, easy, musical quality of voice which marks refined society should be cultivated in the school-room from the beginning. Imagine a polite person asking a visitor to take a chair, in the tone used by scholars in reciting their arithmetical lesson! Yet the forced and stilted tone is as fitting in the one case as in the other. It is true scholars must often speak loudly in the school-room; but the tone may be loud and pleasant at the same time.

V. **HEALTH.**—This is humanly speaking, the pearl of great price, beside which no other earthly blessing can be placed, and without which everything else loses its charm. Nowhere in our

educational system is there so great a defect, as the failure to secure attention to hygienic laws. To cultivate the brain while we neglect the vital system is as absurd as to furnish a powerful engine to a frail boat. The more we increase the steam power, the more should we make sure that the hull is staunch. We rush to destruction when we force the engine unduly. Nervous diseases and frail constitutions are becoming every day more abundant; and they will continue to increase, till an intelligent hygiene shall furnish the true preventive. Proper habits of diet, sleep, cleanliness and exercise are of infinitely more importance to a child than the geography of Siberia, or the history of the Dark Ages. Yet the latter absorb a large share of time in schools where not a word is said of the former. May it not be asked with solemn emphasis,—What shall it profit a child to gain a whole world of book-knowledge, if, in gaining it, he forfeits the chief condition of earthly welfare, bodily health?

MENTAL GYMNASTICS CONDUCTIVE TO PHYSICAL DEVELOPMENT.

WHEN Dr. Mitchell, the great naturalist, was engaged in his indefatigable labors in behalf of his favorite institution, the College of Physicians and Surgeons, in New York, he chanced to be traveling by stage from Albany to Binghamton. His preference led him to ride outside with the driver, whom he plied with numerous questions relative to the objects of interest along the route. Johnny, who was something of a wag, and well posted as to the character of his distinguished seatmate, at length thought it his turn to ask a question. In the most deferential manner, as if sure the doctor could easily inform him, he inquired, "Why is it, sir, that white sheep eat so much more than black?" The man of science, perhaps thinking that his reputation was at stake, replied, after a little nervous hesitation, that it was "supposed to be owing to something in the coloring substance of the wool," and immediately asked why *he* supposed it was. "'Cause there are more of 'em," was the laconic response.

Too much like this distinguished savant are those who attempt to account for the incompatibility of high mental activity with good physical health, or the necessity of being a stupid or more likely a vicious scholar in order to be a successful man. Darwin feared civilization; some lesser lights, with about equal reason, fear the results of hard study; and, anon, we are overwhelmed with explanations of the decay of the human race. It is assumed that the American people are physically inferior to their more phlegmatic European cousins, and that among Americans the brain workers are shortest lived, — in general, that mental activity and longevity are about in inverse ratio, that our earnest, faithful scholars are destined to early death or decrepitude, while the boisterous or obtuse laggard will grasp success with a strong hand. Wise men elaborate this far reaching theory, unskilful practitioners and anxious mammas apply it to studious girls, and hopeful aunts and grandmothers derive comfort from it in the case of certain unstudious boys. Before we give our assent to this unnatural and pernicious notion, we would modestly ask for the facts or arguments on which it rests. We say *unnatural*, for does it not seem strange that we must develop one set of our powers at the expense of another set? No one will deny that the mental and spiritual part of man is as far superior to his mere physical organism as the eternal happiness it anticipates transcends the ephemeral pleasures of sense. Can it be that an Omniscient Creator has so formed us that the development of the mind shall *in any way* conflict with that of the body? that the highest and incomparably the most important part of our being must be checked in its expansion, lest it outgrow its frail tenement? Do the analogies of nature teach such a doctrine? Is it not totally unnatural?

And, again, how much of the disease and physical suffering of humanity are the result of ignorance! Where do the contagious and epidemic diseases sweep with most unobstructed power,—among the educated or uneducated classes? In which wards of our cities, or districts in the country, are the precautions and appliances of health, and the facilities and refinements of physical comfort found in greatest abundance,—the cultivated and intelligent, or the intellectually degraded? Whatever impressions we may have had, a

little reflection would lead us to suppose, and a slight induction of facts would confirm our belief, that thorough intellectual culture — “mental gymnastics,” if you please — must be a most efficient auxiliary of a healthy physical development. “We find that our poor scholars are poor gymnasts,” a teacher of much experience said to us not long since. Of course, just what we might expect. If the vital fluid courses vigorously through the veins, brain and muscle will be alike invigorated, and prompt energetic action will be the result. If it flows sluggishly, great intellectual activity is as improbable as physical force. The glow induced by calisthenic exercises quickens the mental action, and in precisely the same way such training as keeps the mind on the alert promotes physical vigor. We say, then, at the outset, that to suppose all our higher and purer aspirations unnatural; that the spiritual nature must be stunted, or at least neglected, to secure the growth and strength of the material; that in this supposed masterpiece of creation, the Creator has failed to provide for the harmonious activity and development of the combined parts, making the mental and physical natures counter-claimants of a limited stock of vitality, each suffering in proportion as the other thrives, — is illogical, is monstrous.

But we never find sound reasoning at variance with facts, and the facts have long been supposed to teach quite a different conclusion. Is our inference wrong, or have we been mistaken with regard to the facts?

A scholar asked us not long since what was the average age of man. In examining statistics, to be somewhat accurate, we discovered among other interesting items the following significant fact: In the city of Geneva the average length of life from 1600 to 1700 was 23 years, 3 months; from 1700 to 1750, it was 27 years, 9 months; from 1750 to 1800, 31 years, 3 months; and from 1800 to 1850, it was 43 years, 3 months. We have no doubt that intelligence would be found to have advanced in about the same proportion. A similar prolongation of the life of man is evinced by English statistics, and doubtless will be by American. In fact, the secretary of a large life insurance company recently told us that men seemed to live longer now than they did a few years ago. This fact, together with the circumstance that the policies are very

largely taken by professional and literary, or at least intelligent men, may account for the great increase and profits of the life-insurance business. The reports of the life-insurance companies doing business in Massachusetts for seven years, ending November, 1866, show the ratio of deaths, to actuaries' tables (English), between 45 and 50, 100 to 147; between 50 and 55, 100 to 159, etc.; average *of all ages*, 100 to 136! And here, also, please note this item. In ignorant, catholic Austria, the deaths annually amount to 3.4 per cent of the whole population; while in protestant Prussia, the land of schools, the deaths are but 2.3 per cent of the population.

That we may not seem to be alone in our conclusions, we quote a sentence from a work by Dr. Fair, the great statistician: "I take the population in the lowest stage of health, beginning with Russia. She is just emerging from barbarism. Her death rate is 36 to 1,000. Italy 30; Austria 34. . . ." In Massachusetts, where, we are told, everyone has school "on the brain," and where mental activity and mental stimulus are at their maximum, what do we find? That the per cent of deaths is annually but 1.8, or, in other words, that deleterious effects of impure air in her factories, shops and crowded tenements, the excessive toil of the laboring classes to meet the intense competition of her towns, or to extort a scanty livelihood from her worn-out farms and fisheries, and even the extreme rigor of her climate by which, we are told, so many bronchial and pulmonary diseases are engendered, and other disadvantages so numerous that we have not room even to recapitulate them, are all so much more than counterbalanced by the superior intelligence and forethought of her citizens, that the proportion of deaths to the whole population is but little more than half as great as in unenlightened Austria, and less than three-fourths as great as in sunny, luxuriant Italy. This fact, and a great quantity of other statistics that might be cited, most unmistakably prove that, directly or indirectly, education promotes the health of the masses. It is not perhaps essential which, whether the body so far sympathizes with the mind as to suffer from its weakness and to flourish in its strength, or whether the active and well-stored mind is capable of caring so much more efficiently for its servant, the body, the result is the same and the conclusion is inevitable, — "we must educate."

But we wish to bring our discussion down to a little narrower issue, and while the indirect hygienic benefits of education seem very obvious, we claim the essential healthfulness of mental activity. It is just here that the general impression is most incorrect, not a few seeming to feel that all head-work is injurious just in proportion to its intensity. We will therefore look briefly at facts bearing upon this point, although there appears to be little room left for doubt. By consulting the tables of mortality we shall find that that profession whose labors are most incessant, whose lot is often cast among the most disheartening difficulties and profound anxieties,—we mean, of course, the Christian ministry,—enjoys the maximum of life. Next below the clergymen in the average of life are the farmers, the judges, the teachers, the doctors, the lawyers. We shall find that those individuals of these classes who have been most distinguished for mental activity have generally lived to a great age. What venerable men are most of our college presidents, our eminent statesmen, our celebrated writers! Where, in this country, will you find a more able body of men than are associated as officers and corporate members of the American Board of Foreign Missions? No one who has ever seen them together will question that their average age is far above the allotted three-score and ten. In short, not to cite further statistics, we invite any one who doubts the correctness of our proposition to think over all the distinguished men of his acquaintance, living or deceased; let him make the survey as comprehensive as he is able, and whether his list be long or short, we will guarantee his conclusion, that a prolonged and honored life is the reward of intellectual toil. Of course there will be exceptions, though the majority of them will admit of explanation. The farmer, for example, is second to none but the clergyman in the average age he attains in *New England*. But all cultivators of the soil are not thus favored. The slaves at the South lived after they were sent to work on the sugar and cotton plantations, only eight years. Labor in the open air is no doubt healthy; but it is only in a section where “the school-house crowns every hill-top,” and the farmers read, talk and, better than either, think, that they attain a great age. While, therefore, many circumstances should be taken

into account in considering any supposed exception, we do not attempt to maintain that no scholar is ever injured by excessive study. We only claim that the number of such is very much smaller than is generally assumed, and would urge a careful examination of every putative case of illness induced by hard study with the strong presumption that too close confinement, impure air, want of proper rest or exercise may be the real offending cause. Students in college much more frequently overwork their stomachs than their brains. Dissipation and excess are more common among young people in a hundred other forms than in study. Still there are cases where the incentives that are found necessary to stimulate most scholars need to be withdrawn and caution and restraint used instead. When circumstances require this the teacher needs tact and firmness, and, if he is worthy of his profession, he can perform the delicate duty much better than any other person. What is wanted, is *less* study, not cessation from study. To abruptly stop all mental exercise were scarcely more rational than to stop all physical exercise because the muscles had been too severely taxed, or to stop eating because the digestive apparatus had been overworked.

This article would never have been written if the writer's patience had not been sorely tried in this matter by the useless, if not needless, precautions of parents, and the absurd and unjust recommendations of physicians. It is saying less than the truth to affirm that a great many doctors do not very well understand the laws of mental action and mental health, and for them to refer slight, or perhaps imaginary diseases of the body to at least equally doubtful diseases of the mind, and to flippantly explain a sympathy of which the most profound philosophers modestly tell us they know very little, is downright nonsense. If there is any derangement of the intellectual faculties, the teacher will be much more likely to discover it, and will probably give the right advice, — a diminution or change of mental exercise. We do not refer at all to the evil effects of impure air, low desks, etc., but solely to the influence of hard study. We say that the teacher, if he is what he should be, is the one to prescribe.

Again, it requires no reference to statistics to convince any one

who will take the trouble to think over the list of his acquaintance, that few people, comparatively, enjoy habitual good health. The causes of poor health are numerous, often complex, sometimes very doubtful. Scholars are not at all exceptional in this particular. But no sooner do they betray the lurking symptoms of disease, perhaps inherited, perhaps springing from some other source equally remote from their studies, than solicitous friends naturally and of right inquire what should be done. Nothing in particular being certainly called for, the fashionable prescription of cessation from study is given, flattering alike to patient, parents and the skill of the physician. School is, of course, unhesitatingly sacrificed. Should the patient then show signs of improvement it is immediately attributed to relief from mental exertion, without considering the healthful exercise in the open air, and improvement in personal habits which have probably been the principal cause. Should the pupil's health still farther decline, as we verily believe proves to be the case in a majority of instances, we are not expected to doubt that it is the melancholy effect of overwork in the school-room.

Let us cherish the hope that the day is not far distant when the good people of Massachusetts will exhibit the same wisdom in this particular that they have in other matters pertaining to education.

J. E. B.

Editors' Department.

MEETING OF THE STATE ASSOCIATION.

THE meeting recently held in this city by this Association, was one of the most successful on record. It was marked by two new features. One was the division into sections, that the teachers of High, Grammar and Primary Schools, might respectively devote themselves to the consideration of subjects relating to their several departments. On the second day of the session the High School section met in the Hall of the English High School, the Grammar School in Lowell Institute Hall, and the Primary School in the Hall of the Wells

School. These places were all crowded, and hundreds went away unable to gain admission. The exercises engrossed the closest attention and were unusually profitable.

No doubt, there are some objections to this sectional mode of proceeding. Those, like ourself, who are interested in every department of Education, and want to hear all the good things said, find it difficult to decide which meeting to attend; and, whatever the decision, there is regret for something lost. Then, too, it may tend to produce distinctions among teachers which should never exist. The work of education is one. The Primary School touches the Grammar; the Grammar, the High. The High School teacher may teach Greek better for knowing how the alphabet is taught in the best Primary Schools; and the Primary teacher may teach more enthusiastically the multiplication table, for knowing how to calculate an eclipse. All discussions have, therefore, a general interest, and in this separation into classes there is something lost. Yet, on the whole, the advantages outweigh the disadvantages; for the time given to our meetings must be necessarily brief, and the amount of work done and good accomplished is greatly increased by this division. We hope to be able to give our readers the benefit of the valuable papers read at these various meetings.

The other feature was the greater prominence given to female teachers. It must have made the spirit of good Father Pierce happy to have been present while a woman was addressing the teachers at Lowell Institute, or women were reading instructive papers to their associates in the Wells School Hall. The founders of the State Association could not have foreseen a meeting like this last. Verily, the world moves; and, as the President gravely announced in his opening address, — "the coming woman has come." And right welcome shall she be as long as she speaks so wisely and well.

We laid our plans to have a full report of the proceedings of each section; but our plans failed. The *Boston Daily Advertiser* and the *Daily Journal* gave very full reports, from which we have taken the following:

The opening meeting of the Massachusetts State Association was held in Tremont Temple, Boston, on Thursday evening, Oct. 15th. The President, C. C. Chase, of Lowell, occupied the chair, and prayer was offered by Rev. Dr. Lothrop, of the Brattle Street Church.

Loring Lothrop, Esq., on behalf of the Boston School Committee, cordially welcomed the Association to Boston. The President made a fitting response. Several pieces were then finely sung by pupils from the Public Schools, under the direction of J. B. Sharland.

An address was then delivered by Dr. George B. Loring, of Salem, upon "The Importance of Careful Culture as the Basis of Popular Education." It

was careful culture, he said, which had fitted the great educators of our State for the work which they have performed, and there should ever be a generous recognition of the value and power of the college and the higher institutions of learning which impart the culture which the best interests of the community demand. The importance of popular education grows upon the public mind with the advancement of popular government. The constantly increasing development of popular education is working radical changes in the organization and management of all departments of social life, and the effect of the training of the public schools is felt in every sphere of intelligent labor, and is rapidly making that labor more intelligent.

Men and women who would be more worthy citizens of the United States must recognize in every way the diligent use of all possible improvements. We must have the daily paper to give us a photograph of the state of the world. We must use labor-saving machinery on our farms and in our shops, and must pay tribute to all the achievements of science. It requires a great deal of knowledge to enable one to live respectably in this age, and it is only natural that every possible effort should be made to simplify the great work of modern education. He spoke of the value of a knowledge of the physical sciences in the education of the human mind, but knowledge is not enough to insure culture. All the tendencies of our lives and thoughts draw us away from general culture to the acquirement of a practical education, but these tendencies must be striven against, especially by those who impart instruction to youth. He would place the highest value upon practical education and upon all the achievements of modern science, but in the face of all this he could not forget or ignore the value of classical study and associations for the acquisition of a broad and generous culture which will honorably crown a practical and popular education.

He spoke of the value of great colleges and universities as popular educators, and traced the history of the estimation in which collegiate education has ever been held by the leading men of both the old and the new world. The colleges have exerted a strong and elevating influence upon the State, as was shown by the history of our colleges during the war of the Revolution and recently in the war of the Rebellion. They also exert a commanding and controlling influence upon society, and they give to the public that general culture upon which all special knowledge must be founded.

The address was an earnest and enthusiastic plea for that general culture which is imparted by a liberal education, and he defended the general system of collegiate and literary study against the attacks and criticisms that have been made upon it by those who can see no value in any kind of education which is not directly practical. He paid a glowing tribute to the influence and power of such men as Edward Everett and President Felton and other prominent scholars and public men in Massachusetts, and showed that it was their finished culture which gave them their power.

High School Section.

FRIDAY, Oct. 16.

W. F. Bradbury of Cambridge, was selected for presiding officer, and S. Burnham, of Newburyport, for Secretary. Immediately after the organization, E. S. Frisbee, of Northampton, read a paper on the subject — "What Branches should be included in an English Course of Study?" The answer to this, the speaker said, will depend largely on what we conceive to be the true end of the High School; whether we look at it wholly or mainly in the light of utility, or as designed for the symmetrical development of the mind; whether we regard the High School as fulfilling its end only when its training can be turned to account in business, in the acquisition of wealth, fame or position, or when that training assists in mental growth and power; in breadth of culture and refinement. A course of study that would answer the latter purpose might not completely satisfy the former, while the former might not cover the latter. Assuming that the

High School should meet all reasonable claims of utility, and should have for its great end mental growth, power, culture and refinement, the speaker went on to consider what studies will best secure these results; algebra will find its proper place at the beginning of the High School course, and when mastered, arithmetic can profitably be reviewed. History, the natural sciences, and a few kindred branches should be included in an English course of study. The elements of political economy and of mental and moral science, the relation of capital and labor, the laws of supply and demand, the laws of trade and commerce, the principles which lie at the foundation of a nation's material prosperity never needed to be understood more than now, and should receive careful attention in the High Schools of our land. Physical science should also be well understood; and moral science, the nature of conscience and its relations to other mental powers, cannot be too earnestly inculcated. An English curriculum should also include a study of the languages, and it should have special prominence in the High School. The speaker said that in the English classics, he would give the Bible a high position; and thorough study of Latin was also important. What the precise arrangement of these branches should be, the circumstances of each school must determine. The studies named cannot be carried out in detail, but the leading facts and principles can be learned. To inspire enthusiasm and teach the scholar to pursue his investigations subsequently, is all that can be expected. The object of the course is not to fit for special callings in life, but to furnish a harmonious and symmetrical development, on which, as the foundation, a superstructure may be built according to individual taste and adaptation. The spirit of the age is practical, and it demands a practical education. If the amount of natural sciences is increased, let us enlarge the scope, and improve the quality of that training which will best develop and strengthen the spiritual in man, as the spirit is of infinitely more importance than the body. In the concluding portion of his address the speaker discussed the great work and importance of the High School, and said that the course in it should be made as complete as possible; raise, if need be, the standard of admission to the High School, and we would see the result in the increased knowledge of those who avail themselves of its advantages.

The subjects contained in the paper were actively discussed and much diversity of opinion was manifested. The following gentlemen took part in the discussion: Messrs. Collar, of Roxbury, Howe, of Jamaica Plain, Sherwin, of Boston, Hammond, of Monson, Hill, of Lynn, Perkins, of Lawrence, Greenough, of Westfield, Averhill, of Northampton, Howard, of Deerfield, Graves, of Andover, Gibbs, of Westfield, Merrill, of Newburyport, Philbrick, of Boston, and Bradbury, of Cambridge.

Elbridge Smith, Esq., of Dorchester, next read a paper on the subject, — "When and how shall the English language be studied in the High School?" Mr. Smith thought the study should be distributed throughout the whole course, and that two hours per week was the minimum time which should be devoted to it. He thought the language should not be studied in its elements and forms, but from our literature, from the works of standard authors. The writings should be studied in relation to their grammatical construction, logical analysis, prosody and etymology; but in all investigations the author should not be lost sight of. Various examples were given in ancient and modern history of those who had gained much from a careful study and committal to memory of the works of distinguished authors who had preceded them. The necessity of a thorough knowledge of an author's language was urged by the speaker. We must gather the material, and the science will come afterwards. He recommended that Milton should always be studied as the great model of a pure, chaste, stately and magnificent style. Taken as an author and a man, he did not think that the great Puritan poet was equalled in the whole course of the world's literature. His aspirations for virtue and the purity of his thoughts were constantly impressing themselves on the mind of the student. He should be regarded as the great central

figure in teaching the English language. Shakespeare, in his opinion, with all his greatness, was not the equal of Milton.

After a brief discussion, participated in by Messrs. Green, of Worcester, Gregg, of West Roxbury, and Anderson, of Boston, the meeting adjourned to two o'clock.

AFTERNOON SESSION.

An hour was spent in a very interesting discussion of the paper of Mr. Smith. At three o'clock Samuel H. Taylor, LL. D., read a paper on the subject:—"The relation of the High School to the College." The relation of the High School to the college, the speaker said, involved the general subject of the preparation for college. It implies the question whether too much or too little is required for admission to college, and what obstacles lie in the way which may be overcome or perhaps eradicated. The relation between the two institutions is close, and is therefore vital to the interests of education; each is able and should do much for the other. The course of study in the preparatory schools should not be conducted with the one idea of securing admission to college. The great mistake of our system of education is, that it looks too much to the immediate result, and too little to things which are more valuable. They should be so conducted as to lay the foundation for subsequent study, and ultimately the best possible results will ensue. Memory should be cultivated, the reasoning powers strengthened, the faculty of analysis brought into more active use, and the ability to express thoughts with accuracy should be taught. In the right course of instruction all the mental powers are called into exercise. The speaker next considered the obstacles in the way of obtaining a thorough classical education. The first of these is the general apathy in relation to it, and the popular prejudice against it. There is a current against classical and in favor of scientific studies. The second obstacle is the misapprehension as to what is to be done; and the third is the facility with which students gain admission to college. The academies have a right to complain that the colleges take their work from their hands before they have time to finish it. Another hinderance in the preparatory course is the want of qualified teachers, and in no part is the educational system more in fault than in this. Still another obstacle is, the standing of the classical studies in the colleges is not high enough. There is a difference in this respect in colleges, but all are below what they should be in this department. Too much of the instruction is given by young tutors, who have not sufficient knowledge themselves to fit them for proper teachers of others. In England the opposition met with is caused more by the manner of teaching than by any inherent opposition to the classics themselves. In the United States this is not the case to so great an extent, but yet it is an objection. A further and a very serious obstacle to the successful elementary study of the classics is the amount of ground required to be gone over before admission to college. It is more important to the destinies of the student, and the world through him is more affected by this preparatory course than his collegiate. A failure in the former is almost irretrievable. If the time usually devoted in the preparatory course to a single study were wisely given to a very much less than the amount now required, the benefit to the student would be great, and his future success and usefulness be vastly more than they are as the studies are at present conducted. Each of the above obstacles was illustrated and commented upon by the speaker, and the remedies for these evils discussed. He believed that it was within the power and is the duty of the colleges to correct them, and secure to the preparatory schools a more fitting and useful position than they have ever held before.

The paper was very fully discussed, after which the meeting adjourned.

Grammar School Section.

Mr. A. G. Boyden, of the Bridgewater Normal School, presided, and prayer was offered by Rev. Mr. Cudworth.

Professor L. B. Munroe, of Boston, read a paper upon "Physical Culture in Schools." [This paper will be found in the present number of the *Teacher*.]

At the close of this paper, one of Mr. Munroe's pupils, a young lady, read Longfellow's well-known poem, "The Clock on the Stairs," in a manner which elicited the approbation of the audience.

Mr. Allen, of Newton, spoke on the great necessity for physical culture. He thought that the teachers should set the example in matter of dress. He favored a school dress which would not compress the waists of pupils, especially of girls. He also alluded to the importance of good ventilation.

Further remarks upon the subject were made by Professor Munroe, Hon. Joseph White (Secretary of the Board of Education), Mr. J. D. Philbrick, of Boston, and others. Mr. White said you might as well put steam power into a basket and try to run a railroad train therewith, as to get a healthy brain action in a young ill-formed body.

Mr. Philbrick spoke of the poison emitted from iron stoves and furnaces when they were heated to a certain redness.

A recess was taken, and at its conclusion there was an interesting exhibition of note singing by a large number of girls from the Bowdoin School, who were directed by Mr. J. B. Sharland and their teacher. The latter had immediate charge of the exhibition. A number of girls of the middle grade of grammar schools also showed their efficiency, and the whole performance was highly entertaining.

At 11 o'clock, Mrs. Mary Howe Smith, of Oswego, N. Y., made an address on "Geography, what it is and the method of teaching it," with blackboard illustrations. She held that Carl Ritter's idea of the world was the true one. The world was as a magnificent mechanism designed for a particular object. It must first be considered as a whole, and then in its parts. We should first consider its whole form, size, properties, light, surface, etc. The arrangements of its parts should be considered next. Its details, its mechanical features, climate and life. Under the head of climate came temperature, winds, moisture and seasons; and under that of life came vegetation, races and nations. The relations between the physical character of continents to the history transpiring in them should be learned after the former was well considered. No discussion followed her able address, which was of such a character that a brief abstract can give only a faint idea of her theories, which were appreciated and applauded by the audience.

AFTERNOON SESSION.

At two, P. M. the teachers listened to an address by Mr. J. G. Scott, of Westfield, on "Grammar; what shall be taught and how." He said that a correct use of grammar required a knowledge of the meaning of words used, and also a knowledge of speaking and writing correctly. Grammar was that which taught us to construct propositions. Before pupils study grammar they should be able to spell correctly words in common use, and also know how to read and write properly. The instruction in language should be commenced when the child first commenced to speak. The true method was to teach the subject and not the text book, and it would render teaching and learning grammar valuable means of mental discipline.

Professor Greene, of Brown University, was called upon to open the discussion on this subject. He said the paper had opened the matter very properly, only it did not go far enough. He would have men learning language all through their lives. They should get new ideas and new thoughts constantly. The child should hear good English spoken at its own home, and this would greatly lessen the labors of teachers. The intellectual wants of the pupils should be supplied as they were discovered. They should be helped in tracing analogous relations, step by step, until they had realized the whole fabric of language.

The ideas of Mr. Scott and Prof. Greene were indorsed by Mr. Bement, of Lowell, Mr. Waterman, of Newton, and Mr. Brown, of the Bowdoin School,

Boston. The latter held that oral teaching was the only proper method to be pursued in instructing children in grammar. Prof. Greene also spoke in favor of oral instruction, whose object was, like the staging on a house, to prepare the way and assist before a book was used. Mr. Witherell, of Boston, was the last speaker. He held that language was the most important study, and agreed substantially with the previous speakers, although he thought books were necessary in teaching grammar. If the subject was properly presented and interpreted by the teachers, the pupils would love to study grammar.

Mr. Waterman said that in the rural towns composition was not taught at all, and many young people were unable to write a letter with any degree of correctness.

Professor Holt, of Boston, rendered a song entitled "New England" at this point and was loudly applauded.

Rev. H. F. Harrington, Superintendent of Public Schools in New Bedford, read a paper on the "Necessity and Advantages of Oral Instruction." He proposed to discuss oral instruction as a concomitant of text-books, in which light it was of vital importance. There was too much of the memoriter system in our schools. He spoke of the false impressions which are conveyed to the minds of pupils by words they have committed to memory but cannot understand, and showed that their time was wasted. The study time was when oral teaching should be brought into play. The teacher should help the scholars when they are studying, and should lead their minds forward, careful not to help them over difficulties they are able to surmount themselves, and equally careful to prevent their leaving with a shadowy or faint idea of what they have been studying. An enthusiastic teacher encouraged the pupils and interested them, and such an one would always do a great work. Oral instruction was necessary as an accompaniment of memoriter recitations to establish links of association between the lessons in school and the mental operations of the scholars when out of it. The mental operations of the school should not be forgotten in the daily life. The school should be made attractive by the teachers, and pupils would then act and talk outside as in school. He favored taking newspapers, and making the scholars read the advertisements, and trace the articles back to the place where they were produced. Newspapers would make good text-books, and special letters or speeches might be used for the instruction of the scholars, and enable them to secure a great fund of valuable information. A fourth direction, in which oral instruction was necessary in connection with text-book instruction, was in leading the scholars to think. Unless such teaching was put into practice constantly and with enthusiasm, no matter what the study might be, it would prove useless. Oral teaching would also rectify errors in text-books and serve to supplement their defects. He wished the teachers themselves had the power to remedy many existing defects. Mr. Dickinson, of Westfield, spoke upon the same subject.

Primary School Section.

Mr. D. B. Hagar, Principal of the State Normal School of Salem, presided and Mr. G. B. Putnam of the Franklin School, acted as Secretary.

The first exercise was the reading of an essay by Miss J. H. Stickney, Superintendent of the Boston Training School. Her subject was "The Influence of Primary Schools on Educational Reforms." She drew an interesting picture of the youth of the present day, whose character is formed mainly by their teaching in the primary school. She claimed that character was of more importance than intellectual culture, and that the teachers of the primary schools need to be more careful in teaching the principle of self-government than order. She urged that more care should be exercised in developing goodness than in correcting wrong doing. Bad thoughts should be crowded out of the mind by goodness. Teachers should study the capacity of children under their charge, and teach them accordingly. Moral lessons should be taught to small children by little stories rather than by abstract principles. In conclusion, she gave a few hints as to the

practical application of the theories of her essay. Her production was a decidedly original and thoughtful one and was received with generous applause.

Mr. Edwin Leigh, of New York, then addressed the meeting for about a half hour upon the subject of elementary reading, and explained his system of pronouncing orthography founded upon phonics. He showed the defects in our present system of pronouncing orthography, and produced specimen words printed according to his system in such a way that the silent letters were dimly seen, while the ones that appeared in the pronunciation were prominently in print. He showed the practical advantage of his system by a class of little girls from the class of Miss B. W. Hintz, Lincoln District, who were able to pronounce almost any word proposed, and even pronounced correctly some which persons in the audience failed to. He claimed that children could be taught to read by his method in one-half the time that they could by the system now in general use.

The next exercise was an essay by Miss D. A. Lathrop, of the Worcester Training School, upon "Methods of Primary Instruction." Taking for her motto the saying, "To see, to understand, to remember, is to know," observed that sometimes it is sought to have children remember and then understand, or to understand and then see, and sometimes even to know without either understanding or seeing. The inductive system of education was claimed to be the only true one, and Socrates, Aristotle, Bacon and Pestalozzi were cited as noted inductive teachers. Miss Lathrop then proceeded to eliminate the quotation with which she opened her essay. First. All true education begins with the senses. Perceptive faculties come first, and the teacher must keep them free and clear. It must be her constant care to see that her scholars have no unused faculties. Second. The teachers should never tell a child what he can find out himself, but should strive to educe everything from him. With every new idea is born a consciousness of power. That teacher is the most successful who so hides herself in her subject that the scholar believes that he discovers the ideas himself. Third. The teacher should reduce every subject to its elements, striving to place herself so in sympathy with the child that she shall see as he sees and think as he thinks. Fourth. Every lesson should have a point, and the teacher should study every lesson thoroughly before she attempts to teach a class of children. The true teacher leads instead of carries the scholar out of difficulties. Fifth. The teacher should cultivate language in her scholars. First, teach the ideas; second, expression. "Words without thoughts are empty things; thoughts without words are almost useless things." In this connection the importance of being able to question well was enlarged upon. Every question should require an effort on the part of the child to answer, and there should be a logical connection between the questions.

Mr. John D. Philbrick, Superintendent of Boston Schools, briefly expressed his gratification at the essay, but thought some of its positions should be somewhat modified.

AFTERNOON SESSION.

At a quarter past two o'clock an afternoon session commenced, and the hall was again crowded to overflowing. The Secretary presided in the early part of the afternoon, but was relieved by Mr. Hagar, the President, later in the day. The first exercise was an object lesson, given by Miss Lucy O. Fessenden of the Boston Training School to a class of eight or ten little children, which was very entertaining and instructive. An address was then delivered by Mr. John D. Philbrick, Superintendent of the Public Schools in this city, upon Primary School Government and general Management. It was a subject he said in which he took as deep an interest as in any connected with schools. As a general thing he believed a knowledge of good school government was to be acquired only by hard and patient study. Now and then there is a teacher who governs without knowing exactly how it is done, but the greater number of teachers are

obliged to learn it. It was within the province of any person of fair ability and good common sense to learn how to govern a school. The main thing, however, is to know exactly what one wants to have done. The first thing for a good teacher to obtain in the government of a school is obedience, exact, prompt, implicit and cheerful. This should be obtained by methods which are best calculated to improve the moral character of the pupils. The voice and eye of a teacher have much to do with the management of a school, and both should be used carefully and judiciously. Mr. Philbrick illustrated his remarks with anecdotes of his personal connection with schools, and made a very interesting address.

Miss Elizabeth P. Peabody, of Boston, was introduced by Mr. Philbrick, at the instance of Dr. Barnard of the National Board of Education, to say something of the results of her observation of *kindergartens*, in the recent visit she has made in Europe. She said that her own experiment made in Boston in 1860, had failed of producing a genuine kindergarten; though she had the idea of its principle, and the *result* (which is to make children *able*, in a strict proportion to their *mental capacity*, and set the tune of their tempers and moral characters) by having supposed the thing could be done by one who only knew the method *from books*. She said the European manuals (the best of which she had imported) always presuppose already trained teachers, and were intended for their convenience in teaching—but not for their education. She came back from Europe with the purpose of agitating among her friends for means to send a teacher to be trained in Germany, or to import one thence already trained, when she found Madame Kriege, at 127 Charles street, Boston, with the intention of opening a normal class; while, at the same time, her daughter had opened a kindergarten for children. These ladies, she said, had studied with the Baroness Marienholz in the Berlin Training School, and were full of the spirit of that eminent apostle of Froebel's art.

L. W. Mason, Esq., presented an illustration of his method of teaching vocal music in the primary schools of Boston, by means of a class of about forty children from the Training School.

A metrical essay, entitled "Labor and Wait," written by Miss E. G. Cogswell, of Salem, was read by Miss Anna Whitmore of the same place—both primary school teachers. It was a fine effort, urging the teachers to earnest labor.

Dr. Van Bokelen, of Maryland, was called upon for some remarks, and responded in a short speech, in which he expressed his pleasure at being among so large an army of teachers, and declared that he was in favor of universal education in its broadest sense. Adjourned.

Levee in Faneuil Hall.

In the evening an opportunity was given to the members of the Association to meet each other and their Boston friends in a social manner. Faneuil Hall was opened to them, and was filled from an early to a late hour. Gilmore's Band was stationed in the gallery, and did their best to add to the enjoyment of the occasion.

During the evening an informal meeting of the high school teachers was held in one of the ante-rooms, for the purpose of discussing a project, proposed at a meeting last February, for the formation of an association of high and classical school teachers, to advance secondary education, by aiding persons preparing for college. Remarks were made by several teachers, approving of the project; but as the matter of calling a meeting for organization had been left by the February meeting in the hands of a committee, it was deemed best to take no further action than to express the sense of those present in favor of a meeting some time during the coming winter, to effect an organization on the proposed plan.

SATURDAY, Oct. 17.

The Association met in Tremont Temple at 9 o'clock. Prayer was offered by Rev. Wm. R. Alger of Boston.

Mr. Greenough of the Westfield Normal School offered a few practical suggestions with regard to the work in the school-room and the manner of teaching. He asserted that a teacher should never tell a pupil any fact if he could arrive at a knowledge of it by his own observation and reflection. Pupils should be aided more by the questions asked, than the statements made by the teacher. The teacher should have at hand the thing about which he is teaching, and the pupils should be encouraged to give thoughtful expositions concerning it, the teacher being ready to correct any redundant or improper expressions. The speaker then pointed out how addition and the classics might be taught according to these principles. If the pupil was led to arrive at a knowledge of his subject by an intellectual process he would make his own rules, which would be a valuable means of mental discipline. In every day life, every man was under the necessity of observing for himself the facts of the individual world, and of drawing his own inferences and reflections therefrom. By these means he arrived at a knowledge of principles, in accordance with which, he formed rules for the guidance of his daily conduct. If in teaching they adopted that mode which was indicated by the laws of the human mind, their teaching would always be practical, for they would be instructing the pupil according to the same plan he would have to follow in after life, no matter in what business he might engage.

The Chairman of the Committee on Nominations, Mr. L. A. Wheelock, reported the following list of officers for the ensuing year, and they were accordingly elected:

For President — J. W. Dickinson of Westfield.

For Vice-Presidents — Chas. Hammond of Monson, E. A. Hubbard of Springfield, L. A. Wheelock of Boston, J. P. Averill of Northampton, G. B. Putnam of Boston, Virgil M. Howard of Deerfield, W. J. Rolfe of Cambridge, A. G. Boyden of Bridgewater, Wm. B. Graves of Andover, H. R. Greene of Worcester, A. J. Phipps of Medford, H. F. Harrington of New Bedford, E. B. Hale of Cambridge, E. W. B. Canning of Stockbridge.

For Councillors — M. F. Cooke of Boston, D. B. Hagar of Salem, John D. Philbrick of Boston, James A. Page of Boston, S. Burnham of Newburyport, J. A. Stearns of Boston, Nathaniel Hills of Lynn, M. C. Stebbins of Springfield, J. P. Payson of Chelsea, C. G. Clark of Boston, A. K. Slade of Fall River, Chas. Hutchins of Boston.

For Recording Secretary — George K. Daniell, jr., of Boston.

Assistants — S. K. Haskell of Newton, Jas. W. Webster of East Boston.

For Corresponding Secretary — F. F. Preble of Boston.

For Treasurer — D. W. Jones of Boston.

Mr Page, the Treasurer, stated the financial condition of the Association to be as follows: Receipts, \$3179.02; disbursements of all kinds, 2810.01; balance on hand, \$369.01. The Treasurer said that the balance would be absorbed in the payment of the outstanding debts of the Association, which he thought might amount to about \$500.

Prof. Atkinson of the Institute of Technology read a paper upon Mathematical Studies in our Schools. He took the ground that the present system of teaching mathematics and the natural sciences is radically wrong, and that a reform is imperatively demanded. The trouble with our present system of school education is that the right things are not taken up at the right time, and the result is that many young persons leave school at the age of eighteen with their minds a perfect blank upon those matters upon which they ought to have definite knowledge. Mathematical and scientific studies should not be left for the high schools, but they should be commenced in the primary schools and be carried as far as possible, there and then be followed up in the grammar and high schools. This plan would be of immense advantage to the teachers as well as the scholars,

for it would systematize and lighten their labors. He spoke appreciatively of the abilities and labors of the New England teachers, but said they could not have the success they deserved as long as they are bowed down by the absurdities of the present system of instruction. The Professor spoke earnestly and enthusiastically in favor of the change he proposed, and his essay was very well received.

Dr. Henry W. Williams of Boston read an elaborate scientific paper on "Nearsightedness and other optical defects in our school children." The object of the paper was to point out the danger to eyesight in keeping pupils too long poring over small printed books, and engaged in other occupations which too severely tax their eyes. We hope to be able to lay his valuable suggestions before our readers.

A number of pupils of Professor Sharland, teacher of music in the Boston public schools, then sang some madrigals in excellent time, tune and unison. One of the boys sang a solo with great precision and taste. Their efforts were loudly applauded.

Mr. J. D. Philbrick, Superintendent of the Boston Public Schools, said that although he sympathized with many of the ideas put forth by Mr. Atkinson, he objected to endeavoring to impart too great a variety of knowledge in the primary schools. That system had been tried in Germany and abandoned as a failure. He believed that much time was now wasted in the manner of teaching arithmetic. The public schools of Boston and of Massachusetts, though good in other respects, were not what they ought to be in this, and a radical reform was needed at once. The sums were not simple enough, and the pupils became stultified by being kept too long at one rule, and soon forgot what they had learned.

Professor Atkinson said that one of the reasons why the expensive system spoken of was abandoned in Germany was because it was feared that the common people were getting too good an education. He admitted that there was an element of falsity in the system. He utterly objected to cramming children's minds with all sorts of knowledge simply as knowledge, but he urged that instruction in the rudiments of physical science should be introduced much earlier at our public schools. It was not necessary to teach hard, technical words at first, but merely the simple principles. The proper normal development of the human mind could only take place when the proper subjects were taught at the proper time.

Mr. Philbrick said the great difficulty was to determine what were the proper subjects. Mr. Patterson an able authority, had stated that the expansive system in Germany had been objected to by the best educators. The objections to it were not simply political.

Several formal resolutions of votes of thanks to the School Committee, city authorities, and railroad companies of Boston, and to other individuals who had facilitated the labors of the Association, were then passed.

A resolution of condolence in regard to the decease of Mr. W. H. Seavey, late Head Master of the Girls' High and Normal School of Boston, and which bore testimony to the high character and qualifications of that gentleman, was also passed.

The audience then sang the Old Hundredth Psalm, in conformity with time-honored custom, after which the meeting dissolved.

NATIONAL TEACHERS' ASSOCIATION.

The National Teachers' Association met on Wednesday, August 19 at 9½ o'clock, A.M. Hon J. M. Gregory, of Illinois, presided.

President Lindsley, of Nashville University, made an address of welcome. Ex-Governor Neill S. Brown joined in the welcome. The President responded fitly in behalf of the Association.

Gen. Eaton, State Superintendent of Tennessee, offered the following resolution.

Resolved, That this Association, in deference to the national sentiment, always wishing to render honor where honor is due, do as a body call at the residence of Mrs. President Polk in recognition of the eminent position to which her late husband and companion in life was called by the free and intelligent choice of the American people, as well as out of respect to her womanly qualities, which won for her in her national position the regard of the nation; and that ex-Governor Foote, of Mississippi, ex-Governor Brown, of Tennessee, Chancellor Lindsley, of the University of Nashville, and Judge Harrison, of the Supreme Court of Tennessee, be requested to act as a committee, and conduct and present the respects of the Association to Mrs. Polk at her house whenever it shall be convenient.

The resolution passed unanimously.

Ex-Governor Foote, formerly of Mississippi, then made an eloquent speech in behalf of universal education. He would have women educated as thoroughly as men, and blacks as well as whites. In closing he said: "Wherever mind or moral capabilities are found existing, there it is the duty of the government to see that the blessings of educational learning shall be supplied, without regard to *lineage, race or sect*. Every particle of mind which belongs to a State or nation should be made available for the nation's welfare."

President McGuffey, author of a well-known series of Readers, was then introduced. He gave an account of his experience as a teacher, and indorsed what had been said by Prof. Newell on the subject of defects in text-books.

President Andrews, of Marietta College, Ohio, read a paper on "The Study of Classics in our Colleges." He presented the claims of classical education earnestly and ably.

On motion of J. W. Olcott, of Indiana, Governor Brownlow, Ex-Governors Brown and Foote, and Hon. Horace H. Maynard, were elected honorary members of the Association.

AFTERNOON SESSION.

A communication from Joseph Mount, of Arkansas, on the subject of teaching deaf-mutes was read and ordered to be printed with the proceedings of the meetings.

Dr. P. A. Chadbourne, President of the University of Wisconsin, read a paper on 'The True Idea of a College.' He maintained that the true idea of a college is to impart the highest type of education—not to teach people how to make a living. In a college, Philosophy and Science and Languages should be taught as a preparation for entering upon the study of the special pursuit of any department of life.

President Lindsley, of Nashville, took ground that in America there was no use for the college at all; that there is need of universities where all kinds of knowledge are taught, and where all persons may obtain that kind of knowledge which they desire.

The subject was further ably discussed by E. E. White, of Ohio; President Chadbourne; President Graves, of Tennessee, and President Andrews, of Ohio. The drift of the argument was in favor of maintaining colleges and industrial schools as separate institutions.

Dr. Lee, of New York, then read a paper on "School Hygiene," dwelling upon the importance of ventilation and the dangers attending excessive study, and bad habits of various kinds.

The Association then adjourned, and in a body, under the lead of Ex-Governor Foote, called upon Mrs. Polk, the widow of Ex-President Polk. The interview seemed to give great pleasure to all concerned.

EVENING SESSION.

The subject of Dr. Lee's paper was discussed. At the request of the Chair, Mr. Hagar, of Massachusetts, stated what is done in the Normal Schools of that State to promote physical culture.

Rev. Dr. Gregory, President of the Association, delivered an eloquent address in behalf of Industrial Education.

General O. O. Howard made an able speech in support of the education of the blacks. He said that there were 1,744 teachers in the Bureau Schools; that the schools of all kinds for the colored people numbered 3,084, one thousand of which were sustained by the freedmen themselves; and that the average daily attendance was over 58,000. Four thousand of the pupils were studying higher branches of learning.

The following resolution was offered by Dr. Van Bokelen :

Resolved, That the National Teachers' Association share in the large and philanthropic sentiments expressed by General Howard, and consider that the blessings of free education in the liberal and enlightened spirit of the age, and especially of our country, ought to be universal and beneficent as the light of Heaven, distributing its benefits alike to all.

The resolution passed unanimously, and the Association adjourned to 9 o'clock, Thursday morning.

THURSDAY MORNING SESSION.

After the opening exercises, Prof. Edward North, of Hamilton College, New York, read an essay upon "Normal Instruction in our Colleges." The main proposition of the essayist was, that as a large part of the graduates of every college engage in teaching, they ought, while connected with college, to receive special training for the work; hence a Normal Department should be incorporated into the college.

The essay gave rise to an earnest discussion. Some of the many speakers took ground that colleges could accomplish little in Normal Instruction, but that special schools were needed; and others claimed that the most eminent educators in the country were indebted to the college chiefly for their learning and skill.

Mr. White submitted the following resolution, which was unanimously adopted :

Resolved, That as means of providing our schools with competent teachers six classes of agencies are requisite. 1. Normal schools of a high grade. 2. Normal departments, normal classes or normal instruction in our colleges and other institutions of learning. 3. Normal institutes continuing from four to six weeks, and doing the work of brief Normal schools. 4. Teachers' institutes. 5. Teachers' associations and meetings. 6. Educational periodicals and works.

The Committee on the Names and Sphere of Educational Institutions made the following report, which was adopted.

Your committee are well aware that no scheme of study can now be presented that will command the assent of all prominent educators in the country. They venture to present the following statements, as giving their own views as to the proper sphere of prominent institutions as now organized in this country, what their aim should be, and their relations to each other :

1. That our schemes of education in all institutions, excepting those that are directly professional, should be such as to secure for the student both knowledge and mental discipline.

2. That moral training and mental culture are essential endowments in the preparation for any employment in life, and that all attempts of special study of sciences without these must fail to secure the best result, even in the sciences selected.

3. That the public schools should embrace such a range of studies as to fit students for the college, so that no other preparatory school should be needed.

4. That the simple college, according to our American usage of that term, is the highest institution for general culture in distinction from professional schools.

5. That the university, in the American meaning of the word, is a combination of colleges, including the simple college and such other scientific and professional schools as the State is bound to provide for the citizens.

P. A. CHADBOURNE,
J. W. ANDREWS,
E. E. WHITE,
J. B. LINDSLEY,
Z. C. GRAVES.

AFTERNOON SESSION.

The election of officers of the Association for the ensuing year resulted as follows :

For President: Dr. Van Bokelen, of Maryland.

Vice-Presidents: J. W. Bulkley, New York; D. B. Hagar, Massachusetts; J. W. Andrews, Ohio; J. M. Gregory, Illinois; John Eaton, Tennessee; B. Mallon, Georgia; W. M. Colby, Arkansas; J. M. Olcott, Indiana; D. F. Wells, Iowa; J. W. Dodd, Kentucky; C. W. Clarke, Mississippi.

Secretary: W. E. Crosby, Lima, Ohio.

Treasurer: J. L. Barbour, Washington, D. C.

Councillors: E. L. Wells, Illinois; John Ogden, Tennessee; W. H. McGuffey, Iowa; Thomas Smith, Arkansas; H. H. Tucker, Georgia; Edward North, New York; W. A. Bell, Indiana; Z. Richards, District of Columbia; E. E. White, Ohio; H. R. Pease, Mississippi; S. Prettyman, Kentucky; W. R. Creary, Maryland; J. D. Philbrick, Massachusetts; J. P. Wickersham, Pennsylvania; B. G. Northrop, Connecticut; C. H. Allen, Wisconsin; A. P. Stone, Maine.

The Association had a lively discussion upon the "Higher Education of Women," especially upon the question whether they ought to be educated in the same institutions with men. The majority of the speakers, and the weight of argument, were decidedly in favor of the co-education of men and women.

The following resolution, offered by Mr. White, of Ohio, was adopted :

Resolved, That this Association approves of the action of the Congress of the United States in organizing a National Department of Education, and the continuance and liberal support of such department is most earnestly recommended.

The Committee on Resolutions reported the following :

Whereas, It is a generally conceded truth that the highest types of civilization and of true religious and civil liberty are based upon the universal diffusion of knowledge and the education of the whole people ; and whereas, the work of education is principally and chiefly to be found in public, free, elementary schools ; therefore, —

Resolved, That we, as members of this Association, hereby renew our confidence in the sentiments of the preamble of our constitution, which are in these words : "To elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States" ; and, therefore, that we consider it our special duty to sympathize with the teachers of our elementary schools, and to encourage them to so devote themselves to their calling as to secure the confidence and support of the friends of education ; and that we also hold ourselves ready to advocate and defend the universal free education of all the youths of our country.

EVENING SESSION.

The report of the Treasurer of the Association showed that the receipts for the year were \$488.85 ; expenditures, \$496.25.

The evening session was chiefly devoted to brief addresses, both grave and humorous, from the representatives of the several States.

Resolutions of thanks to numerous parties were adopted, and the Association adjourned for one year.

The proceedings of the Associations were frequently enlivened from day to day, by the admirable singing of some thirty young men and women, pupils in the Nashville Normal School for colored teachers.

From first to last, the meetings of the several associations were conducted with earnestness and perfect kindness. Nothing occurred to mar the general harmony. The meetings throughout were pleasant and profitable.

INTELLIGENCE.

Items for this Department should be sent to G. B. Putnam, Franklin School, Boston.

EDWARD STICKNEY, of the Bigelow Grammar School, Newton Corner, has been elected Master of the Carter Grammar School, Chelsea, at a salary of \$2,000. The school has been recently organized, and a fine new building has been appropriated to its use. We congratulate friend Stickney.

E. G. EMERY, for many years Master of the Norfolk School, Dorchester, has been selected to fill the office of Principal of the Grammar School at Auburn-dale, and Miss A. B. Poor, of the Everett School, Dorchester, has been appointed Master's Assistant.

REV. THOMAS HILL, D. D., has resigned the Presidency of Harvard College, having filled the office during the past six years.

D. C. HEATH, a recent graduate of Amherst, has taken charge of the High School in Southboro', where his former services had commended him to the School Committee.

MOSES WOOLSON, Sub-master in the English High School, Boston, has been promoted to the position of master, to fill the vacancy occasioned by the transfer of Mr. Hunt to the Head Mastership of the Girl's High and Normal School.

A. B. MARBLE, formerly Professor of Mathematics in Wayland University, Wisconsin, has been appointed Superintendent of Schools at Worcester, in place of Col. Chenoweth, resigned on account of ill health.

MISS JOSIE C. LAKIN, of the Framingham Normal School, class of 1862, and late assistant in the English and Classical School at West Newton, has accepted the appointment of 1st Assistant in the Normal School at Fredonia, N. Y. Salary, \$1,000.

MISS EMMA SAUL, late teacher of Modern Languages in the Friends' Academy, New Bedford, has been chosen Principal in the Girls' Department of the High School, Nashville, Tenn. Salary, \$1,000.

MISS ELLA WHITTRIDGE, valedictorian of the last graduating class from the Dorchester High School, has been appointed Assistant Teacher in the Gibson School.

MISS E. O. PATCH, a graduate of the Framingham Normal School is Principal of the State Normal School at Castleton, Vt.

INCONVENIENCE OF SMALL SALARIES.—A female teacher, "who wanted to go but couldn't," writes, in reference to the remark of our associate, that it was a matter of regret that so few New England teachers were present at Nashville, as follows:

I cannot answer for the male portion of our teachers; but with at least a portion of the female teachers of Boston, it was not lack of sympathy or enthusiasm, but lack of *funds*. They fully understood what they were losing, by not embracing the golden opportunity; but all wishes and desires were smothered by the one thought—*we cannot afford it*, even at the low rate advertised. Now, perhaps this seems strange when our immense salaries are considered; but it is truth.

This was the principal reason why there were so few representatives from Boston.

FOLDING GLOBE, BY DENNIS TOWNSEND, A. M. Springfield, Vermont.
(Patent applied for.)

We have examined this invention with interest. It is designed to supply a want in common schools, and wherever a globe is needed, but the more expensive article now in use is not available.

It is made of paper or sheets of other suitable material, stands upon a paste-board platform, and is so constructed that it may be readily changed from a globe to a flat circular form, and by a simple attachment be inclosed within the covers of an atlas, as one of the maps.

A thin spring serves the three purposes of holding it upright in globular form, of giving it any inclination from a perpendicular with the platform to an angle of $23\frac{1}{2}^{\circ}$ with this perpendicular, and of fastening it in a flat position, when not in use.

As a piece of school-room apparatus, it can be made of any desirable size and be suspended from the ceiling to accommodate the teacher or lecturer. A small weight only is required to keep it in globular form. When not in use it may be as conveniently carried or otherwise disposed of as a book.

City schools are generally supplied with all needed apparatus, but, that the globes now in use do not meet the requirement of public schools in the country, needs no other proof than the fact, that, while every intelligent teacher admits the importance of a globe in teaching the rudiments of geography, very rarely any of these schools are found supplied with one.

It is believed the two great requisites of cheapness and compactness which the folding globe possesses, will well meet the wants of these schools.

BOOK NOTICES.

EATON'S ELEMENTARY ALGEBRA, designed for the use of High Schools and Academies. By William F. Bradbury, A.M. Boston: Taggard & Thompson, 1868. pp. 252.

An examination of this text-book has afforded us a great deal of satisfaction. Its size, at first sight, is prepossessing, and when, upon a minute examination of its contents, we find that nothing essential to the purpose of the work has been sacrificed for the sake of compactness, we freely give it additional commendation. The author has evidently presented here the fruits of much study, talent and experience, and in omitting the more abstruse topics of the science, he has, as many writers have not, recognized the difference between a youth whose reasoning powers are developing, and an adult with a well disciplined mind.

Among the many points of excellence, by which the book secures our approval, may be mentioned: the brevity and exactness of the definitions and rules; the superior method of presenting the use of the signs in subtraction; the arrangement of equations in elimination, and the amount and quality of the miscellaneous examples. The work is abundantly worthy of meeting the same high measure of approbation and popularity which has been afforded to the other volumes included in Eaton's Mathematical Series.

A TREATISE ON PHYSIOLOGY AND HYGIENE. By J. C. Dalton, M. D., Professor of Physiology in the College of Physicians and Surgeons, N. Y.

We are inclined to think that the subjects presented in this work do not receive the attention in our schools their importance demands. Surely, all should know something of the structure of the body, the functions of its different organs, and the best means of insuring its health and efficiency. The author of this book has shown himself thoroughly competent to meet the wants of the community in this respect, and especially the wants of the more advanced scholars in our schools. He has given us an admirable text-book, both in matter and style. The illustrations are particularly commendable, and the judicious questions appended to each chapter serve a good purpose. Teachers and school committees will find this book well worth their examination.

THE CHILD'S BOOK OF NATURE.

We call attention to this well-known work of Dr. Hooker's for a special purpose. We believe, with many others, that it would be better for children to spend some time in reading books in school for the purpose of gaining information, rather than to spend so much time in drilling upon the detached pieces of the reading-book. Now here is a work so well adapted to the capacities of young children who have learned to read easily, and embodying so much that they will be glad to know, that we have no hesitation in recommending it for this purpose. It has been published in three separate parts, that it may be more conveniently used.

THE LIFE OF GEORGE AND ROBERT STEPHENSON. By Samuel Smiles.

This revised edition of a work which has gained a wide-spread popularity, is given us in handsome octavo form, with numerous illustrations. It is a complete history of the invention and introduction of the railway locomotive, with all the interest of a personal narrative. A preface has been added which gives an account of railway progress since the first publication of the book. It is certainly the finest edition that has appeared.

MILDRED. By Georgiana M. Craik. No. 320, Library of Select Novels.

A good story.

The above are published by Harper & Brothers, New York; and are sent us by A. Williams & Co., 100 Washington Street, Boston.

ELEMENTARY GEOGRAPHY FOR PRIMARY CLASSES. Guyot's Geographical Series. Charles Scribner & Co., New York.

We have had occasion to examine this little work with some care, and are satisfied that it is an excellent introduction to the study of geography. It is one of the best, if not the best, that has appeared; — and this, irrespective of whatever book may follow it. It is a part of Guyot's series, and, of course, fits into his system; but the natural way in which the subject is treated, and its adaptation to the minds of children, make it a suitable introduction to any system.

FELTER'S FIRST LESSONS IN NUMBERS, and FELTER'S PRIMARY ARITHMETIC. The Natural Series.

These come to us from the same publishers. The first is the prettiest and best book of its class we have ever seen. It must surely make the little ones fall in love with arithmetic. The other, though not so remarkably attractive, will nevertheless hold its own in comparison with others, and is a good book.

CORNELL'S GRAMMAR SCHOOL GEOGRAPHY.

This popular text-book has undergone a complete revision, and reflects great credit upon author and publishers. It now meets the modern geographical want; and, in scientific and convenient arrangement, in accuracy of definitions, in the amount of geographical knowledge given, has no superior among books of its class; and in the beauty, clearness and accuracy of its maps, has no equal. We commend it to our readers.

INTRODUCTION TO LATIN COMPOSITION.

Professor Harkness here takes the student through a progressive series of exercises, beginning with the most simple, designed to enable him to master the difficulties of Latin composition. For rules and principles he refers to his Latin Grammar, now in general use. For models he draws upon Cæsar and Cicero, and explains clearly the process of changing the English expression into its corresponding Latin, giving special attention to synonymes and idioms. Classical teachers will find this book worthy their attention. There can be no doubt that it will prove a useful auxiliary in the study of Latin.

QUACKENBOS'S ELEMENTARY HISTORY OF THE UNITED STATES.

The demand is now for smaller works on history for school text-books. This book meets the wants of grammar school teachers, containing all that need be required in a grammar school course. It brings the history of our country down to the present time, and is characterized by the excellences that distinguish the author's large work.

A NEW MENTAL ARITHMETIC.

This has been prepared by Mr. Quackenbos, and forms a part of the "Appleton's Mathematical Series." The examples are numerous, practical and properly graded; and the best methods of solution seem to have been given. The author's purpose is to induce readiness in mental calculations, especially in the performance of operations required in business life.

These books are published by D. Appleton & Co., New York. Wm. Henshaw, at Lee & Shepard's, Boston, is the general agent for New England.

THE OPIUM HABIT, with suggestions as to the remedy. Harper & Brothers, New York.

The writer states that he has written in the service of opium eaters. The number of such in the country, he thinks, is not less than eighty or a hundred thousand. He describes the hard struggle necessary in his own case to abandon the use of opium. The experiences of DeQuincy, Coleridge, William Blair and others are detailed; and the outlines of the opium cure marked out. The terrible suffering occasioned by the habitual use of opium is so clearly portrayed that one can but hope that these pages will deter many from such indulgence, as well as help the cure of those who are already victims.

PUBLICATIONS RECEIVED.—The Thirteenth Annual Report of John W. Bulkley, Esq., Superintendent of Schools, Brooklyn, N. Y.

Report of Rev. Geo. F. Haskins, Rector of the House of the Angel Guardian, Boston.